

GRADE 4 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	<p>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement</p> <p>Green Underline = clarified, recoded, or moved into a K&S statement or an SE</p>		
(1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:	(1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:	(1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration. The student is expected to:	Streamlined
(1)(A) explain the possible origins of American Indian groups in Texas and North America;	(1)(A) explain the possible origins of American Indian groups in Texas and North America ;	(1)(A) explain the possible origins of American Indian groups in Texas;	Streamlined
(1)(B) identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;	(1)(B) identify <u>and compare the ways of life</u> American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;	(1)(B) identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;	<ul style="list-style-type: none"> Comparing ways of life moved from 2010 SE (1)(D) to 2018 SE (1)(B) Streamlined
(1)(C) describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo; and	(1)(C) describe the <u>cultural</u> regions in which American Indians lived <u>such as Gulf, Plains, Puebloan, and Southeastern</u> and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo ; and	(1)(C) describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern; and	<ul style="list-style-type: none"> Edited for clarification American Indian groups remaining in Texas moved from 2010 SE (1)(C) to 2018 SE (1)(D)
(1)(D) compare the ways of life of American Indian groups in Texas and North America before European exploration.	(1)(D) <u>locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.</u> compare the ways of life of American Indian groups in Texas and North America before European exploration.	(1)(D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.	<ul style="list-style-type: none"> American Indian groups remaining in Texas moved from 2010 SE (1)(C) to 2018 SE (1)(D) Comparing ways of life moved from 2010 SE (1)(D) to 2018 SE (1)(B) Streamlined
(2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:	(2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America . The student is expected to:	(2) History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to:	Streamlined
(2)(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;	(2)(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;	(2)(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;	No change

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(2)(B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;	(2)(B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;	(2)(B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;	No change
(2)(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón;	(2)(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón;	(2)(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals;	Edited for clarification
(2)(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and	(2)(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and	(2)(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and	No change
(2)(E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.	(2)(E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.	(2)(E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.	No change
(3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:	(3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:	(3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:	No change
(3)(A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;	(3)(A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;	(3)(A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;	No change

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(3)(B) summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza;	<p>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE</p> <p>(3)(B) summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna, and Vicente Filisola; and non-combatants, Susanna Dickinson, and Enrique Esparza;</p>	(3)(B) summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza;	Streamlined
(3)(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;	(3)(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;	(3)(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;	No change
(3)(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and	(3)(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and	(3)(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and	No change
(3)(E) explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War.	(3)(E) explain the events that led to the annexation of Texas to the United States <u>and</u> including the impact of the U.S.-Mexican War.	(3)(E) explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War.	Edited for clarification
(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:	(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:	(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:	No change
(4)(A) describe the impact of the Civil War and Reconstruction on Texas;	(4)(A) describe the impact of the Civil War and Reconstruction on Texas;	(4)(A) describe the impact of the Civil War and Reconstruction on Texas;	No change
(4)(B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;	(4)(B) explain the growth, development, and impact of the cattle industry, <u>such as</u> including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;	(4)(B) explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;	Streamlined

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(4)(C) identify the impact of railroads on life in Texas, including changes to cities and major industries; and	(4)(C) <u>explain the effects of the railroad industry</u> identify the impact of railroads on life in Texas, including changes to cities and major industries; and	(4)(C) explain the effects of the railroad industry on life in Texas, including changes to cities and major industries; and	Edited for clarification
(4)(D) examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.	(4)(D) <u>explain</u> examine the effects upon American Indian life <u>brought about by</u> resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.	(4)(D) explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.	<ul style="list-style-type: none"> Cognitive verb “examine” changed to “explain” Edited for clarification
(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:	(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:	(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:	No change
(5)(A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;	(5)(A) <u>explain</u> identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II <u>and notable individuals such as Audie Murphy, Cleto Rodríguez, Bessie Coleman and other local individuals;</u>	(5)(A) explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals; and	<ul style="list-style-type: none"> Cognitive verb “identify” changed to “explain” Urbanization, oil, and gas remain in 2018 SE (5)(B) 2010 SE (5)(C) moved to 2018 SE (5)(A) Streamlined
(5)(B) explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins; and	(5)(B) explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop <u>and important people such as</u> and Pattillo Higgins; and	(5)(B) explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins.	<ul style="list-style-type: none"> Streamlined Edited for clarification
(5)(C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.			<ul style="list-style-type: none"> 2010 SE (5)(C) moved to 2018 SE (5)(A) Streamlined
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:		2010 K&S statement (6) recoded to 2018 K&S statement (20)

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(6)(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and	(6)(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and		2010 SE (6)(A) recoded to 2018 SE (20)(A)
(6)(B) translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.	(6)(B) translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.		2010 SE (6)(A) recoded to 2018 SE (20)(B)
(7) Geography. The student understands the concept of regions. The student is expected to:	(7) Geography. The student understands the concept of regions. The student is expected to:	(6) Geography. The student understands the concept of regions. The student is expected to:	2010 K&S statement (7) recoded to 2018 K&S statement (6)
(7)(A) describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity;			Deleted
(7)(B) identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation; and	(6)(A)(7)(B) identify, locate, and <u>describe</u> compare the <u>physical geographic</u> regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their <u>characteristics such as</u> landforms, climate, and vegetation, <u>and economic activities</u> ; and	(6)(A) identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities; and	<ul style="list-style-type: none"> • 2010 SE (7)(B) recoded to 2018 SE (6)(A) • Cognitive verb “compare” changed to “describe • Edited for clarification
(7)(C) compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world.	(6)(B)(7)(C) compare the <u>physical geographic</u> regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world.	(6)(B) compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains).	<ul style="list-style-type: none"> • 2010 SE (7)(C) recoded to 2018 SE (6)(B) • Edited for clarification • Streamlined
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(7)(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	2010 K&S statement (8) recoded to 2018 K&S statement (7)
(8)(A) identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II;	(7)(B)(8)(A) identify and explain clusters and patterns of settlement in Texas at different time periods such as <u>the location of towns and cities</u> prior to the Texas Revolution, after the building of the railroads, and following World War II;	(7)(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.	<ul style="list-style-type: none"> • 2010 SE (8)(A) recoded to 2018 SE (7)(B) • Streamlined • Location of towns and cities moved from 2010 SE (8)(B) to 2018 SE (7)(B)

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(8)(B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and	(8)(B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and		<ul style="list-style-type: none"> Streamlined Location of towns and cities moved from 2010 SE (8)(B) to 2018 SE (7)(B)
(8)(C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.	<u>(7)(A)</u> (8)(C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and .	(7)(A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and	2010 SE (8)(C) recoded to 2018 SE (7)(A)
(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(8)(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	2010 K&S statement (9) recoded to 2018 K&S statement (8)
(9)(A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;	<u>(8)(A)</u> (9)(A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;	(8)(A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;	2010 SE (9)(A) recoded to 2018 SE (8)(A)
(9)(B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities; and	(8)(B) (9)(B) <u>explain identify</u> reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities; and	(8)(B) explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities; and	<ul style="list-style-type: none"> 2010 SE (9)(B) recoded to 2018 SE (8)(B) Cognitive verb “identify” changed to “explain”
(9)(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality.	(8)(C) (9)(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality.	(8)(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present.	<ul style="list-style-type: none"> 2010 SE (9)(C) recoded to 2018 SE (8)(C) Streamlined
(10) Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:	<u>(9)</u> (10) Economics. The student understands the basic economic activities of early societies in Texas and North America . The student is expected to:	(9) Economics. The student understands the basic economic activities of early societies in Texas. The student is expected to:	<ul style="list-style-type: none"> 2010 K&S statement (10) recoded to 2018 K&S statement (9) Streamlined

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(10)(A) explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting; and	(10) (9)(A) explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting; and	(9)(A) explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting; and	<ul style="list-style-type: none"> 2010 SE (10)(A) recoded to 2018 SE (9)(A) Streamlined
(10)(B) explain the economic activities early immigrants to Texas used to meet their needs and wants.	(10) (9)(B) explain the economic activities early <u>settlers</u> immigrants to Texas used to meet their needs and wants.	(9)(B) explain the economic activities early settlers to Texas used to meet their needs and wants.	<ul style="list-style-type: none"> 2010 SE (10)(B) recoded to 2018 SE (9)(B) Edited for clarification
(11) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:	(10) (11) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:	(10) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:	2010 K&S statement (11) recoded to 2018 K&S statement (10)
(11)(A) describe the development of the free enterprise system in Texas;	(10) (11) (A) describe the development of the free enterprise system in Texas <u>such as the growth of cash crops by early colonists and the railroad boom</u> ;		<ul style="list-style-type: none"> 2010 SE (11)(A) recoded to 2018 SE (10)(C) Edited for clarification
(11)(B) describe how the free enterprise system works, including supply and demand; and	(10) (11) (B) describe how the free enterprise system works, including supply and demand; and	(10)(A) describe how the free enterprise system works, including supply and demand;	2010 SE (11)(B) recoded to 2018 SE (10)(A)
(11)(C) give examples of the benefits of the free enterprise system such as choice and opportunity.	(10) (11) (C) <u>identify</u> give examples of the benefits of the free enterprise system such as choice and opportunity.	(10)(B) identify examples of the benefits of the free enterprise system such as choice and opportunity; and	<ul style="list-style-type: none"> 2010 SE (11)(C) recoded to 2018 SE (10)(B) Cognitive verb “give” changed to “identify”
	(10) (11) (A) describe the development of the free enterprise system in Texas <u>such as the growth of cash crops by early colonists and the railroad boom</u> ;	(10)(C) describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.	<ul style="list-style-type: none"> 2010 SE (11)(A) recoded to 2018 SE (10)(C) Edited for clarification
(12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:	(11) (12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:	(11) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:	2010 K&S statement (12) recoded to 2018 K&S statement (11)
(12)(A) explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services;	(11) (12) (A) <u>identify</u> explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services ;	(11)(A) identify how people in different regions of Texas earn their living, past and present;	<ul style="list-style-type: none"> 2010 SE (12)(A) recoded to 2018 SE (11)(A) Cognitive verb “explain” changed to “identify” Edited for clarification Economic activities remain here and in other SEs

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(12)(B) explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas;	(11)(12)(B) explain how geographic factors such as climate, transportation , and natural resources have influenced the location of economic activities in Texas;	(11)(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas;	<ul style="list-style-type: none"> 2010 SE (12)(B) recoded to 2018 SE (11)(B) Streamlined Transportation remains in 2018 SEs (8)(B) and (11)(D)
(12)(C) analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas;	(11)(12)(C) <u>identify</u> analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; <u>and</u>	(11)(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; and	<ul style="list-style-type: none"> 2010 SE (12)(C) recoded to 2018 SE (11)(C) Cognitive verb “analyze” changed to “identify”
(12)(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;	(12)(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;		Deleted
(12)(E) explain how developments in transportation and communication have influenced economic activities in Texas; and	(11)(D)(12)(E) explain how developments in transportation and communication have influenced economic activities in Texas. and	(11)(D) explain how developments in transportation and communication have influenced economic activities in Texas.	2010 SE (12)(E) recoded to 2018 SE (11)(D)
(12)(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.	(12)(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.		Deleted
(13) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:	(13) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:		Deleted
(13)(A) identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world;	(13)(A) identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world;		Deleted
(13)(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and	(13)(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and		Deleted

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(13)(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.	(13)(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.		Deleted
(14) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:	<u>(12)</u> (14) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:	(12) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:	2010 K&S statement (14) recoded to 2018 K&S statement (12)
(14)(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and	<u>(12)</u> (14) (A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and	(12)(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and	2010 SE (14)(A) recoded to 2018 SE (12)(A)
(14)(B) identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas.	<u>(12)</u> (14) (B) identify and compare characteristics of the Spanish colonial government and the early Mexican governments <u>in</u> and their influence on inhabitants of Texas.	(12)(B) compare characteristics of the Spanish colonial government and the early Mexican governments in Texas.	<ul style="list-style-type: none"> 2010 SE (14)(B) recoded to 2018 SE (12)(B) Streamlined
(15) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:	<u>(13)</u> (15) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:	(13) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:	2010 K&S statement (15) recoded to 2018 K&S statement (13)
(15)(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty;	<u>(13)</u> (15) (A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty;	(13)(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution;	<ul style="list-style-type: none"> 2010 SE (15)(A) recoded to 2018 SE (13)(A) Streamlined
(15)(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and	<u>(13)</u> (15) (B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and	(13)(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and	2010 SE (15)(B) recoded to 2018 SE (13)(B)
(15)(C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).	<u>(13)</u> (15) (C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).	(13)(C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).	2010 SE (15)(C) recoded to 2018 SE (13)(C)
(16) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:	<u>(14)</u> (16) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:	(14) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:	2010 K&S statement (16) recoded to 2018 K&S statement (14)

GRADE 4 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	<p>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement</p> <p>Green Underline = clarified, recoded, or moved into a K&S statement or an SE</p>		
(16)(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions;	(14)(16) (A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions;	(14)(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument;	2010 SE (16)(A) recoded to 2018 SE (14)(A)
(16)(B) sing or recite "Texas, Our Texas";	(14)(16) (B) sing or recite "Texas, Our Texas";	(14)(B) sing or recite "Texas, Our Texas";	2010 SE (16)(B) recoded to 2018 SE (14)(B)
(16)(C) recite and explain the meaning of the Pledge to the Texas Flag; and	(14)(16) (C) recite and explain the meaning of the Pledge to the Texas Flag; and	(14)(C) recite and explain the meaning of the Pledge to the Texas Flag; and	2010 SE (16)(C) recoded to 2018 SE (14)(C)
(16)(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.	(14)(16) (D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.	(14)(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.	2010 SE (16)(D) recoded to 2018 SE (14)(D)
(17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:	(15)(17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:	(15) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:	2010 K&S statement (17) recoded to 2018 K&S statement (15)
(17)(A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;	(15)(17) (A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;	(15)(A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;	2010 SE (17)(A) recoded to 2018 SE (15)(A)
(17)(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects;	(15)(17) (B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as <u>respectfully</u> holding public officials to their word, writing letters, and participating in historic preservation and service projects;	(15)(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects;	<ul style="list-style-type: none"> • 2010 SE (17)(B) recoded to 2018 SE (15)(B) • Edited for clarification
(17)(C) explain the duty of the individual in state and local elections such as being informed and voting;	(15)(17) (C) explain the duty of the individual in state and local elections such as being informed and voting;	(15)(C) explain the duty of the individual in state and local elections such as being informed and voting;	2010 SE (17)(C) recoded to 2018 SE (15)(C)

GRADE 4 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE	2018 TEKS	Additional Information
(17)(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals; and	<u>(15)</u> (17) (D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn , Henry B. González, James A. Baker III , Wallace Jefferson, and other local individuals; and	(15)(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals; and	<ul style="list-style-type: none"> • 2010 SE (17)(D) recoded to 2018 SE (15)(D) • Streamlined
(17)(E) explain how to contact elected and appointed leaders in state and local governments.	<u>(15)</u> (17) (E) explain how to contact elected and appointed leaders in state and local governments.	(15)(E) explain how to contact elected and appointed leaders in state and local governments.	2010 SE (17)(E) recoded to 2018 SE (15)(E)
(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	<u>(16)</u> (18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(16) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	2010 K&S statement (18) recoded to 2018 K&S statement (16)
(18)(A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and	<u>(16)</u> (18) (A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and	(16)(A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and	2010 SE (18)(A) recoded to 2018 SE (16)(A)
(18)(B) identify leadership qualities of state and local leaders, past and present.	<u>(16)</u> (18) (B) identify leadership qualities of state and local leaders, past and present.	(16)(B) identify leadership qualities of state and local leaders, past and present.	2010 SE (18)(B) recoded to 2018 SE (16)(B)
(19) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:	<u>(17)</u> (19) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:	(17) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture. The student is expected to:	2010 K&S statement (19) recoded to 2018 K&S statement (17)
(19)(A) identify the similarities and differences among various racial, ethnic, and religious groups in Texas;	(19)(A) identify the similarities and differences among various racial, ethnic, and religious groups in Texas;		Deleted
(19)(B) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio; and	<u>(17)</u> <u>(A)</u> (19) (B) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival , and Fiesta San Antonio; and	(17)(A) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio; and	<ul style="list-style-type: none"> • 2010 SE (19)(B) recoded to 2018 SE (17)(A) • Streamlined

GRADE 4 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(19)(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.	Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE <u>(17)(B)</u> (19)(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.	(17)(B) summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.	2010 SE (19)(C) recoded to 2018 SE (17)(B)
(20) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:	(18)(20) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:	(18) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:	2010 K&S statement (20) recoded to 2018 K&S statement (18)
(20)(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions;	(18)(20) (A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions;	(18)(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions; and	2010 SE (20)(A) recoded to 2018 SE (18)(A)
(20)(B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas; and	(18)(20) (B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas; and	(18)(B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.	2010 SE (20)(B) recoded to 2018 SE (18)(B)
(20)(C) predict how future scientific discoveries and technological innovations might affect life in Texas.	(20)(C) predict how future scientific discoveries and technological innovations might affect life in Texas.		Deleted
(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(19)(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:	2010 K&S statement (21) recoded to 2018 K&S statement (19)

GRADE 4 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(21)(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;	Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE <u>(19)</u> (21) (A) differentiate between, locate, and use valid primary and secondary sources such as <u>technology</u> ; computer software ; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;	(19)(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas;	<ul style="list-style-type: none"> • 2010 SE (21)(A) recoded to 2018 SE (19)(A) • Edited for clarification • Streamlined
(21)(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	<u>(19)</u> (21) (B) analyze information by <u>applying absolute and relative chronology through</u> sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	(19)(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	<ul style="list-style-type: none"> • 2010 SE (21)(B) recoded to 2018 SE (19)(B) • Edited to vertically align with other social studies courses
(21)(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	<u>(19)</u> (21) (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	(19)(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and	2010 SE (21)(C) recoded to 2018 SE (19)(C)
(21)(D) identify different points of view about an issue, topic, historical event, or current event; and	<u>(19)</u> (21) (D) identify different points of view about an issue, topic, historical event, or current event; and	(19)(D) identify different points of view about an issue, topic, historical event, or current event.	2010 SE (21)(D) recoded to 2018 SE (19)(D)
(21)(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	(21)(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs.		Deleted
		<u>(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</u>	2010 K&S statement (6) recoded to 2018 K&S statement (20)
		<u>(20)(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and</u>	2010 SE (6)(A) recoded to 2018 SE (20)(A)
		<u>(20)(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</u>	2010 SE (6)(A) recoded to 2018 SE (20)(B)

GRADE 4 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	<p>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement</p> <p>Green Underline = clarified, recoded, or moved into a K&S statement or an SE</p>		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	<u>(21)</u> (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	2010 K&S statement (22) recoded to 2018 K&S statement (21)
(22)(A) use social studies terminology correctly;	<u>(21)</u> (22) (A) use social studies terminology correctly;	(21)(A) use social studies terminology correctly;	2010 SE (22)(A) recoded to 2018 SE (21)(A)
(22)(B) incorporate main and supporting ideas in verbal and written communication;	<u>(21)</u> (22) (B) incorporate main and supporting ideas in verbal and written communication;	(21)(B) incorporate main and supporting ideas in verbal and written communication;	2010 SE (22)(B) recoded to 2018 SE (21)(B)
(22)(C) express ideas orally based on research and experiences;	<u>(21)</u> (22) (C) express ideas orally based on research and experiences;	(21)(C) express ideas orally based on research and experiences; and	2010 SE (22)(C) recoded to 2018 SE (21)(C)
(22)(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and	<u>(21)</u> (22) (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and	(21)(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.	2010 SE (22)(D) recoded to 2018 SE (21)(D)
(22)(E) use standard grammar, spelling, sentence structure, and punctuation.	(22)(E) use standard grammar, spelling, sentence structure, and punctuation.		Deleted
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(22) <u>(23)</u> Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to <u>use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</u>	(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	<ul style="list-style-type: none"> • 2010 K&S statement (23) recoded to 2018 K&S statement (22) • 2010 SEs (23)(A) and (23)(B) moved into 2018 K&S statement (22) • Streamlined
(23)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	(23)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and		<ul style="list-style-type: none"> • Streamlined • 2010 SE (23)(A) moved into 2018 K&S statement (22)

GRADE 4 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(23)(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	<p>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement Green Underline = clarified, recoded, or moved into a K&S statement or an SE</p> <p>(23)(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>		<ul style="list-style-type: none"> • Streamlined • 2010 SE (23)(B) moved into 2018 K&S statement (22)